

Math	Round Rock ISD 2011-2012	
ARRC At-A-Glance Map	Grade Level: Kindergarten	Revision Date: 06-2011

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
August 23 – October 21 42 days 2 days are included for re-teach or extension as needed. Refer to Instructional Timelines when planning units.	October 24 – December 16 37 days 2 days are included for re-teach or extension as needed. Refer to Instructional Timelines when planning units.	January 2 – March 9 47 days 2 days are included for re-teach or extension as needed. Refer to Instructional Timelines when planning units.	March 19 – May 29 49 days 2 days are included for re-teach or extension as needed. Refer to Instructional Timelines when planning units.
Units 1 First Introduction to Math in the Real World 2 Geometry 3 Introducing Patterns	Units 4 Developing Number Sense Using Math in the Real World - Ongoing	Units 5 Developing Number Sense Continued 6 Direct Measurement Comparisons - Length, Area, & Temperature 7 Constructing and Using Graphs 8 Patterns and Geometry Continued Using Math in the Real World – Ongoing	Units 9 Halves and Wholes 10 Duration of Time 11 More Developing Number Sense 12 Modeling Addition & Subtraction 13 Direct Measurement Comparisons-Capacity & Weight Using Math in the Real World - Ongoing
<u>TEKS/SEs</u>	<u>TEKS/SEs</u>	<u>TEKS/SEs</u>	<u>TEKS/SEs</u>
<u>Unit 1: First Introduction to Math in the Real World (3 weeks and ongoing throughout the year)</u> K.6B Count by ones to 100. K.11C Read a calendar using days, weeks, and months. K.12A Construct graphs using real objects or pictures in order to answer questions K.12B Use information from a graph of real objects or pictures in order to answer questions. K.13A Identify mathematics in everyday situations. K.13B Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for	<u>Unit 4: Developing Number Sense (7 weeks)</u> K.1A Use one-to-one correspondence and language such as more than, same number as, and two less than to describe relative sizes of sets of concrete objects. K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20). K.1C Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions. K.2B Name the ordinal positions in a sequence including first, second, third, etc. K.4 Model and create addition and	<u>Unit 5: Developing Number Sense Continued (2 weeks)</u> K.1A Use one-to-one correspondence and language such as more than, same number as, and two less than to describe relative sizes of sets of concrete objects. K.1B Use sets of concrete objects to represent quantities given in verbal or written form (through 20). K.1C Use numbers to describe how many objects are in a set through 20) using verbal and symbolic descriptions. K.4 Model and create addition and subtraction problems in real situations with concrete objects	<u>Unit 9: Halves and Wholes (1 Week)</u> K.3A Share a whole by separating it into two equal parts. K.3B Explain why a given part is one-half of the whole. <u>Unit 10: Duration of Time (1 Week)</u> K.11A Compare events according to duration such as more time than or less time than. K.11B Sequence events (up to three). K.11C Read a calendar using days, weeks, months <u>Unit 11: More Developing Number Sense (2 Weeks)</u> K.1A Use one-to-one correspondence and language

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<p>reasonableness.</p> <p><u>K.13C</u> Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p><u>K.13D</u> Use tools such as real objects, manipulatives, and technology to solve problems.</p> <p><u>K.14A</u> Communicate mathematical ideas using objects, words, pictures, numbers and technology.</p> <p><u>K.14B</u> Relate everyday language to mathematical language and symbols.</p> <p><u>K.15</u> Justify his or her thinking using objects, words, pictures, numbers, and technology.</p> <p><u>Unit 2: Geometry (3 weeks)</u></p> <p><u>K.2A</u> Use language such as before or after to describe relative position in a sequence of events or objects</p> <p><u>K.7A</u> Describe one object in relation to another using informal language such as over, under, above, and below.</p> <p><u>K.7B</u> Place an object in a specified position.</p> <p><u>K.8A</u> Describe and identify an object by its attributes using informal language.</p> <p><u>K.8B</u> Compare two objects based on their attributes.</p> <p><u>K.8C</u> Sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.</p> <p><u>K.9A</u> Describe and compare the attributes of real-life objects such as balls, boxes, cans</p>	<p>subtraction problems in real situations with concrete objects.</p> <p><u>Ongoing - Using Math in the Real World</u></p> <p><u>K.6B</u> Count by ones to 100.</p> <p><u>K.11C</u> Read a calendar using days, weeks, and months.</p> <p><u>K.12A</u> Construct graphs using real objects or pictures in order to answer questions</p> <p><u>K.12B</u> Use information from a graph of real objects or pictures in order to answer questions.</p> <p><u>K.13A</u> Identify mathematics in everyday situations.</p> <p><u>K.13B</u> Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p><u>K.13C</u> Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p><u>K.13D</u> Use tools such as real objects manipulatives, and technology to solve problems.</p> <p><u>K.14A</u> Communicate mathematical ideas using objects, words, pictures, numbers and technology.</p> <p><u>K.14B</u> Relate everyday language to mathematical language and symbols.</p> <p><u>K.15</u> Justify his or her thinking using objects, words, pictures, numbers, and technology.</p>	<p><u>Unit 6: Direct Measurement Comparisons – Length, Area, and Temperature (3 weeks)</u></p> <p><u>K.2B</u> Name the ordinal positions in a sequence including first, second, third, etc.</p> <p><u>K.10A</u> Compare and order two or three concrete objects according to length (longer/shorter than, or the same)</p> <p><u>K.10B</u> Compare the area of two flat surfaces of two-dimensional figures (covers more, covers less, or covers the same).</p> <p><u>K.10E</u> Compare situations or objects according to relative temperature (hotter/colder than, or the same as).</p> <p><u>Unit 7: Constructing and Using Graphs (2 weeks)</u></p> <p><u>K.12A</u> Construct graphs using real objects or pictures in order to answer questions</p> <p><u>K.12B</u> Use information from a graph of real objects or pictures in order to answer questions.</p> <p><u>Unit 8: Patterns and Geometry Continued (2 weeks)</u></p> <p><u>K.2A</u> Use language such as before or after to describe relative position in a sequence of events or objects</p> <p><u>K.5</u> Identify, extend, and create patterns of sounds, physical movement, and concrete objects.</p> <p><u>K.6A</u> Use patterns to predict what comes next, including cause-and-effect relationships.</p> <p><u>K.8A</u> Describe and identify an object by its attributes using informal language.</p>	<p>such as more than, same number as, and two less than to describe relative sizes of sets of concrete objects.</p> <p><u>K.1B</u> Use sets of concrete objects to represent quantities given in verbal or written form (through 20).</p> <p><u>K.1C</u> Use numbers to describe verbally or in writing how many objects are in a set (through 20) using verbal and symbolic descriptions.</p> <p><u>Unit 12: Modeling Addition and Subtraction (3 Weeks)</u></p> <p><u>K.4</u> Model and create addition and subtraction problems in real situations with concrete objects</p> <p><u>Unit 13: Direct Measurement Comparisons – Capacity and Weight (2 Weeks)</u></p> <p><u>K.10C</u> Compare two containers according to capacity (holds more, holds less, holds the same)</p> <p><u>K.10D</u> Compare two objects according to weight/mass (heavier than /lighter than, or equal to).</p> <p><u>Ongoing - Using Math in the Real World</u></p> <p><u>K.6B</u> Count by ones to 100.</p> <p><u>K.11C</u> Read a calendar using days, weeks, and months.</p> <p><u>K.12A</u> Construct graphs using real objects or pictures in order to answer questions</p> <p><u>K.12B</u> Use information from a graph of real objects or pictures in order to answer questions.</p> <p><u>K.13A</u> Identify mathematics in everyday situations.</p> <p><u>K.13B</u> Solve problems with guidance</p>

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<p>and cones or models of three-dimensional geometric figures.</p> <p>K.9B Recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures.</p> <p><u>K.9C</u> Describe, identify, and compare circles, triangles, rectangles and squares (a special type of rectangle).</p> <p><u>Unit 3: Introducing Patterns (2 weeks)</u></p> <p>K.5A Identify, extend, and create patterns of sounds, physical movement, and concrete objects.</p> <p><u>K.6A</u> Use patterns to predict what comes next, including cause-and-effect relationships.</p>		<p>K.8B Compare two objects based on their attributes.</p> <p><u>K.8C</u> Sort a variety of objects including two- and three-dimensional geometric figures according to their attributes and describe how the objects are sorted.</p> <p>K.9A Describe and compare the attributes of real-life objects such as balls, boxes, cans and cones or models of three-dimensional geometric figures</p> <p>K.9B Recognize shapes in real-life three-dimensional geometric figures or models of three-dimensional geometric figures.</p> <p><u>K.9C</u> Describe, identify, and compare circles, triangles, rectangles and squares (a special type of rectangle).</p> <p><u>Ongoing - Using Math in the Real World</u></p> <p>K.6B Count by ones to 100.</p> <p>K.11C Read a calendar using days, weeks, and months.</p> <p><u>K.12A</u> Construct graphs using real objects or pictures in order to answer questions</p> <p><u>K.12B</u> Use information from a graph of real objects or pictures in order to answer questions.</p> <p><u>K.13A</u> Identify mathematics in everyday situations.</p> <p><u>K.13B</u> Solve problems with guidance that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p><u>K.13C</u> Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern,</p>	<p>that incorporates the processes of understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.</p> <p><u>K.13C</u> Select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.</p> <p><u>K.13D</u> Use tools such as real objects manipulatives, and technology to solve problems.</p> <p><u>K.14A</u> Communicate mathematical ideas using objects, words, pictures, numbers and technology.</p> <p><u>K.14B</u> Relate everyday language to mathematical language and symbols.</p> <p><u>K.15</u> Justify his or her thinking using objects, words, pictures, numbers, and technology.</p>

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		<p>systematic guessing and checking, or acting it out in order to solve a problem.</p> <p><u>K.13D</u> Use tools such as real objects manipulatives, and technology to solve problems.</p> <p><u>K.14A</u> Communicate mathematical ideas using objects, words, pictures, numbers and technology.</p> <p><u>K.14B</u> Relate everyday language to mathematical language and symbols.</p> <p><u>K.15</u> Justify his or her thinking using objects, words, pictures, numbers, and technology.</p>	
		<p>TEMI-PM Jan. 24 – 30, 2012</p>	<p>TEMI-PM Apr. 30 – May 4, 2012</p>
Underlined TEKS numbers indicate High Stakes TEKS. Once introduced, all major concepts should be spiraled throughout the year.			